



## WOOD PRINT PATTERNS – Repetition, Pattern, Shape

Students create a relief print pattern using wooden circles and then use collage technique to make forest figures to inhabit the space.

### Required Time

80 Minutes

### Grade Level

Grade 4 to Grade 6

### Subject

Language Arts  
Mathematics  
Science  
Visual Arts

### Vocabulary

collage  
pattern  
relief print  
repetition  
shape

### Materials

Crayola Tempera Paint  
Crayola Paint Brushes  
Crayola Glue Sticks  
Crayola Scissors  
Crayola Painting Paper - 22.9 cm x 30.5 cm (9" x 12")  
Crayola Construction Paper  
Paper Towels  
Water Containers

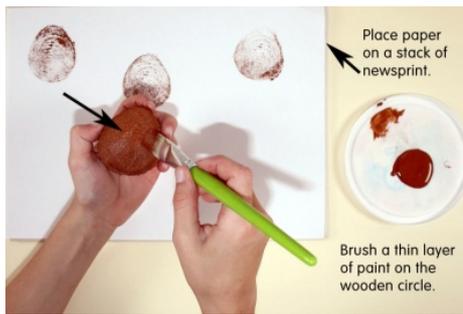
Shop Crayola  
Products

# Steps

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## Step One

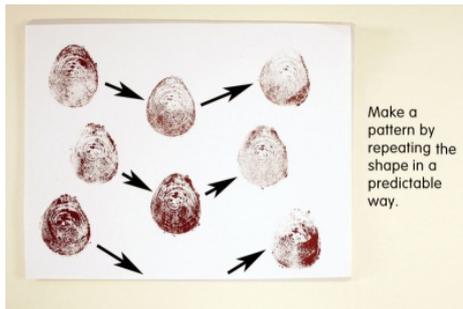
1. Place the paper on a stack of newsprint or newspaper to cushion it.
2. Brush a thin layer of paint on the wooden circle.
3. Press the wooden circle onto the paper and press hard.
4. Lift it up to see your print.
5. It should have crisp edges and clear woodgrain texture.
6. Practice making some prints to find the right amount of paint and pressure needed to make a good clean print.



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## Step Two

1. Make a pattern by repeating the shape in a predictable way.



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## Step Three

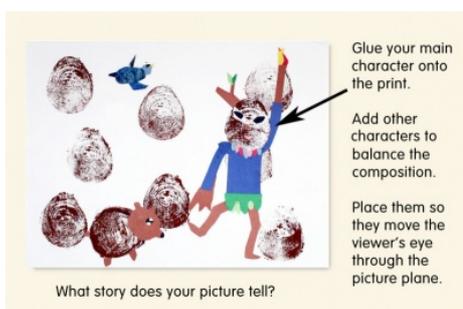
1. Imagine characters that might live in the woods.
2. Use one print for part of the body of an imaginary character, e.g., the head.
3. Use construction paper to complete the character.



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## Step Four

1. Glue your main character onto the printed pattern.
2. Add other characters to balance the composition.
3. Place them so they move the viewer's eye through the picture plane.
4. View the finished picture with fresh eyes.
5. What story does it tell?



# Learning Goals

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Students will be able to:

- create a pattern by printing with a wooden circle;
- create collage characters that include a printed wooden circle;
- create a picture that combines the printed pattern and collage characters;
- design a balanced composition that moves the viewer's eye through the picture plane;
- demonstrate technical accomplishment and creativity;
- support your ideas with evidence found in the artworks.

## Extensions

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Have students:

- explore relief printmaking using a variety of natural objects;
- write haiku poetry about nature and illustrate it with prints they have made;
- bind their poems into a small book using the **Creating a Simple Bound Book** lesson plan available on this website;
- share their work with others.

## Prepare

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1. Download and display the *Repetition, Movement* and *Shape* **posters** available on this website.
  - review or teach the element of shape - geometric, organic
  - review or teach the principle of movement - placing shapes so they move the viewer's eye through the picture plane
  - review or teach the principle of repetition - using similar elements over and over again
  - review or teach the principle of pattern - repeating motifs in a predictable way
2. Get a copy of the book *A Sick Day for Amos McGee*, by Philip C. Stead, and Erin E. Stead.
  - the illustrator, Erin Stead makes pictures by printing with woodblocks and drawing on top of the prints
  - view her video at **Erin E. Stead**
3. Gather wooden circles enough for each student to have one.
4. Download images of patterns from the Internet. For example,
  - Tapestry**
  - Ceiling**
  - Tiles**
  - Urn**
5. Create a sample.

## Introduction

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1. Conduct a read-aloud with the book *A Sick Day for Amos McGee*, by Philip C. Stead, and Erin E. Stead.
  - draw attention to the illustrations
  - ask students how they think they were made
2. View the video **Erin E. Stead**
3. View and discuss a variety of the downloaded images of patterns.
  - notice how the shapes are organized in a consistent, regular way
  - imagine a grid on top of the pattern to see the underlying structure
4. Show students the print you have created. Ask them to discuss what they notice about the print and to explain how they think it was made.
  - clean edges
  - texture of the wood grain
  - rules of the pattern
5. Demonstrate how to make a print with the wooden circle.
6. Introduce the challenge.

## Activities

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### The Challenge

1. Create a pattern by printing with a wooden circle.
2. Create collage characters that include a printed wooden circle.
3. Create a picture that combines the printed pattern and collage characters.
4. Design a balanced composition that moves the viewer's eye through the picture plane.
5. Demonstrate technical accomplishment and creativity.
6. Support your ideas with evidence found in the artworks.

### The Process

1. Ensure that everyone understands the challenge.
2. Establish success criteria with your students, for example,

I know I am successful when my picture has:

- *clear woodgrain texture*
- *a simple pattern*
- *repeated shapes*
- *crisp edges around the shapes*
- *several collage characters*
- *clean gluing*
- *glued objects that are flat and smooth on the paper*
- *a composition that moves the viewer's eye through the picture plane*
- *paper that is in good condition*

3. Guide students through the steps outlined in this lesson plan.
4. Observe students as they work.
5. Provide individual assistance and encouragement.

## Sharing

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1. Once all the pictures are complete display them as a body of work.
2. Ask students to share their thoughts about the artworks:
  - *Look closely at the pictures and how they are made.*
  - *Share thoughts about the work.*
  - *Talk about how shapes are placed to create a pattern.*
  - *Discuss the edges and woodgrain texture in the printed wooden circles.*
  - *Tell what interests you about the collage characters.*
  - *Tell what was satisfying about making the picture and why.*
  - *Make up a story to go with the picture.*
3. Ask some students to share their ideas with the whole class.
4. Display the pictures so students can view them as a body of work throughout the next few weeks.

## Assessment

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1. Observe students as they work – thoughtful focus, discriminating, seeking more information, elaborating, experimenting.
2. Observe students as they discuss their artworks – speaks with a clear voice, looks at audience while speaking, points to picture, provides accurate information, answers questions from the audience effectively.
3. Observe students as they listen – looks at presenter, asks effective questions, supports ideas with evidence found in the artwork.
4. Use a checklist to track progress. (Downloads - WoodPrint\_tracking.pdf)
5. Have students use the self-assessment form to evaluate their work. (Downloads - WoodPrint\_self-assessment.pdf)